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This publication describes the direct service activities of the school psychologist in Colorado. The role of the psychologist is an evaluatory one. He evaluates all aspects of a child's experiences and behaviors pertinent to an understanding of the child's school difficulties. He also serves as a consultant to other school personnel concerning children whom he may not evaluate individually. He may also function as a change agent in an area such as curriculum development. The psychologist may participate in the counseling of children with special needs. Indirect service activities in which he is engaged include research and contributions to the training of new school psychologists. He also provides services to the community. A discussion of ethical standards of practice is appended. (EK)

# The Role And Function Of School Psychologists In Colorado

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DENVER 1967

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# THE ROLE AND FUNCTION OF SCHOOL PSYCHOLOGISTS IN COLORADO

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with the

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# *FOREWORD*

This publication, *The Role and Function of School Psychologists in Colorado,* comes at a time when there is much activity in the schools concerning the mental health of all children, the problems of individual children, programming for these children, developing research and innovative programs, and informing parents and the public of these activities. The psychologist must not only participate in such activities, but must, because of his special training and knowledge, assume appropriate leadership.

The role and function of the school psychologist has been a varied one in Colorado. Some people feel that it has been a very limited one, that of "tester." This is probably due to the fact that some school administrators and school psychologists, themselves, do not have a clear concept of the proper role and function. The services of the school psychologist are in great demand in solving the problems of individual pupils. Also, there is an acute shortage of such professional workers. These facts, in many instances, have restricted the school psychologists' activities rather largely to the area of testing.

This publication clarified considerably the evolving role and function of the school psychologist. It should be of great assistance to school administrators, school psychologists, and others. The manuscript was prepared by a committee of the Colorado Society of School Psychologists at the request of the Colorado Department of Education. We extend our deep appreciation to the Society for the development of this helpful statement.

Byron W. Hansford
Commissioner of Education

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## *INTRODUCTION*

## *ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST IN COLORADO*

Today's schools need qualified school psychologists on the staff to assist that staff in their understanding of human behavior. Although the practice of psychology *is* expanding in the American educational scene, there is a wide variance in the roles assumed by psychologists within different school systems. A description of the responsibilities of the Colorado school psychologist and the relationship he is expected to maintain with other staff members, other professionals, parents and the public can guide them in utilizing his services to the fullest advantage.

A school is a child, a teacher, and a curriculum. A teacher presumably is knowledgeable about the curriculum — but the more he knows and cares about the child, the better job of teaching he is able to do. The psychologist not only assists a teacher to know more about children, but assists him to know more about a particular child.

If the psychologist is to apply his special understanding and skills effectively in the school setting, he must be:

knowledgeable about educational principles and practices,
experienced in the school setting,
realistic about the functions, methods, and problems of the school, and
appreciative of the role of the teacher.

The school psychologist functions as a member of a team, which may consist of others such as a school administrator, social worker, counselor, speech correctionist, nurse, special or regular teacher, and a physician. Such a team of specialists, by virtue of their knowledge and training, is able to make the basic tasks of *teaching* and *learning* easier and more effective. The school psychologist, by virtue of his specific knowledge and training, can provide valuable information, opinions and judgments which will enable the team to formulate recommendations.

The school psychologist serves individual children, which is the foundation upon which his other services to the school are built. A most important contribution is his impact on the classroom teacher and on the administration. He assists them to be more effective by giving them help on specific problems and by broadening their understanding of the psychological forces with which they must deal.

The school psychologist's role is basically consultative. He works closely with all school people *to meet the needs of individual children.* His goal is the same as that of any conscientious professional school

employee — to make possible the *optimal* education for every child.

The American Psychological Association has recommended that reasonably complete psychological service to a school system can be rendered when there is a ratio of one school psychologist to each 800 to 1,000 pupils. The actual number needed depends on such factors as the distance the psychologist must travel and the number of other special service personnel on the school staff and in the community. A large system with an extensive staff of psychologists will provide some subdivision of specialized functions according to the differing skills of the individual members. A chief psychologist should be appointed.

Rural schools need access to psychological services. If a school district is too small to employ a full-time school psychologist it might join with other districts to form a Board of Cooperative Services. These boards have been made possible specifically to provide such services. A small district might also consider the employment of a school psychologist part-time. When a small system employs only one school psychologist, care should be given to selecting one who has the ability to perform a very wide range of services, or his activities must be limited by definite understanding with his employer to those services in which he is competent and which have highest priority in that community.

## *STANDARDS OF PRACTICE*

*General responsibilities*

The school psychologist is expected to be competent in the field of psychology. As a competent psychologist he assists the school staff to gain further understanding of the psychological aspects of the learning process, thus making instruction more effective and the classroom climate more favorable to learning.

Professional growth requires continual education and experiences. Inservice training provides an opportunity to share knowledge and experience and to exchange interdisciplinary information. Interaction with professionals outside the school system also contributes to his growth. The school psychologist belongs to and actively participates in a variety of professional organizations and groups in both psycholgy and education. Independent professional reading and general cultural growth are necessary and continuing responsibilities.

*Professional responsibilities*

The school psychologist's primary function is to serve the individual child. His responsibility has many facets: he must respect the child's integrity; he must protect the child's welfare; he must use his skills to make *communication* possible; he must make the child feel free to enter, to reject, or to withdraw from the relationship — and to understand any change in the relationship.

The school psychologist has responsibility to parents. The impact of the parents' attitude(s) inevitably affects a child's behavior. The child's maturity may determine the extent and effect of the parental role in making decisions. The psychologist can provide information which will aid parents in formulating their decisions. He also can assist the parents in understanding the child and their reaction to the child. Ideally, the psychologist should communicate directly with the parents.

The psychologist communicates to the classroom teacher information which will increase the teacher's understanding of the child, but he must never violate a child's confidence. The teacher and psychologist re-evaluate their observations and reformulate their plans periodically. The psychologist cannot discharge his responsibilities to the child or teacher in one informal conference or by the completion of one written report; he must be available for additional interpretation of the psychodynamics of the child's behavior.

The school psychologist provides data to the administrative personnel which can be used to reconcile the child's needs with the demands of school organization. Effective management of identified motivational areas will allow the child to profit from the educational program. If the psychologist elicits information which indicates that a change in organization or procedure could result in more efficient accomplishment of purpose, he is obligated to communicate such knowledge to those responsible for organization within the school.

The school psychologist often exchanges pertinent information, ideas, judgments and recommendations with clinics, community and governmental agencies, psychologists and psychiatrists in private practice, private schools and the like.

*Ethics*

The school psychologist has ethical obligations as a citizen, as a teacher, as a scientist, and as a professional member of a democratic society. He should express in his professional behavior a firm commitment to those values which lie at the foundations of a democratic society, such as freedom of speech, freedom of research, respect for the integrity of the individual, and the right of each child to the fullest possible educational development.

*Ethical Standards of Psychologists,* published by the American Psychological Association is an excellent detailed code of ethics by which school psychologists may be governed or guided. It has been adopted by the Colorado Society of School Psychologists as the ethical code by which the members are specifically governed. The code is printed in the appendix.

The psychologist is committed to increasing man's understanding of man. Like any other scientist, he places a high value on objectivity

of observation, on research appropriately designed to solve problems, and on the interpretation and full reporting of his work. He should strive to maintain the highest standards in the services which he offers — valuing competence and integrity more than expediency or temporary success. He should recognize the boundaries of his competence and offer services only in areas in which his training and experience meet professional standards established by recognized specialists. He should be ever-cognizant of his social responsibility because he touches intimately the lives of others.

All school employees are charged with maintaining the confidentiality of records and information. Psychological information is particularly personal and confidential and is to be used only in ways and for reasons that are highly professional. Any discussion of unsubstantiated or out-of-context material is to be avoided. Confidential information should not be forwarded to any person or agency outside the school district without the written consent of the parents or legal guardian of the child. Only when the welfare and safety of the school, the child himself, or society are threatened should confidential information be revealed without parent permission.

## *EVALUATION*

Evaluation, as used herein, includes assessment of *all* the aspects of a child's experience and behavior pertinent to the understanding of his school problem or learning difficulty. Evaluation may be based upon classroom observation, individual psychological testing, review of school records, collection of data or information from prior teachers, schools, parents, agencies, or other sources outside the school. There may be any number of reasons for the child's behavior, and a teacher may request assistance from the school psychologist to collect and evaluate the necessary information.

In trying to understand the child's behavior, it is assumed that the classroom teacher will have tried various measures such as changing the method of teaching, using various disciplinary measures, discussing the problem with his supervisor, seeking assistance from resource personnel, and asking the help of the parents. If such expedients do not improve the child's educational attainment or reduce his interference with the learning of other children, the teacher may ask that the child be referred to the school psychologist.

Referral procedures will vary considerably, depending upon the resources available, the policies established, and the degree of the community's familiarity with and acceptance of this service. Well defined procedures tailored to fit the needs of the school district will facilitate efficient handling. Referral forms should be developed that commu-

nicate to the psychologist that information he needs. From the initial stages of referral, the cooperation of the parents should be solicited. The head administrator or his designated representative should be kept fully informed of referrals and their final disposition.

Many techniques are available to the school psychologist for collecting information about a child. Of primary importance is the direct observation of the child's behavior within the classroom or on the playground. Interviews with the child or his parents, or both, will frequently yield salient information about the manner in which the problem is perceived. The cumulative and health records may be checked. Psychological testing reveals many factors related to the child's reasoning and problem solving ability, perceptual skills, attitudes and feelings, or needs and values. Testing may be done in several sessions on different days.

In general, psychological tests may be divided into two broad categories — intelligence tests and personality tests. Among frequently used intelligence tests are the WISC (Wechsler Intelligence Scale for Children), WAIS (Wechsler Adult Intelligence Scale), Stanford-Binet, and the Ravens Progressive Matrices. Personality, or projective tests, include the Rorschach, TAT (Thematic Apperception Test), Sentence Completion, Bender-Gestalt, and Draw-A-Person.

There are three major factors in determining the test or tests to be used in a given instance. They are (1) the particular qustions raised by the child's difficulties, (2) the psychologist's judgment as to which test will elicit appropriate and helpful 'information, and (3) the competence of the psychologist with the psychometric tools available to him.

The best evaluation in the world is irrelevant if the results are not used. Usually, the school psychologist writes a report and returns it to the school from which the referral was made. Ideally, the psychologist should go over the report with the teacher, making certain that she understands the explanations of the child's behavior and the subsequent recommendations; he should hold a conference with other school personnel and other professional persons involved with the child; and he should confer with the child's parents to interpret the findings to them and to enlist their support of the recommendations made. The school and parents should work together in a mutual effort to benefit the child in his educational and social experiences.

The recommendations of the psychologist should provide concrete assistance for the teacher in the classroom. Terms that will be understood should be used. Recommendations for placement or action must be realistic in terms of curriculum, special programs available, and the financial resources of the persons or agencies involved. Recommenda-

tions for remediation depend upon the availability of remedial specialists in the school or community. Counseling within the school setting may be recommended.

## *CONSULTING*

The school psychologist often consults with other school personnel concerning children whom he may not evaluate individually. He may be able to make suggestions to the teacher and other members of the school staff on the basis of general psychological principles and techniques. He may be called into consultation regarding general problems with the classroom. He may be able to help clarify the dynamics of teacher-parent-child interaction, leading to an improved classroom climate which will facilitate learning. He may work with teachers and other school personnel in: formulating guidelines to identify children for whom counseling, individual evaluation, or other kinds of special help seem indicated. For example, the withdrawn, quiet child who is not a discipline problem in the classroom may be as much in need of help as the acting-out child who continually calls attention to his needs.

The school psychologist may assist in identifying and planning for the gifted, mentally handicapped, educationally handicapped (emotionally and/or perceptually), socially maladjusted, speech handicapped, and physically handicapped (deaf, hard of hearing, blind, partially sighted, and crippled). He may participate in decisions regarding a child's eligibility for school attendance, early or delayed admission to school, placement in special class, or remedial education program, promotion or retention, academic program, transfer to another classroom and teacher or to another school, and increased or decreased activity.

The school psychologist can contribute to planning by curriculum and instruction committees because of his training in mental health, child growth and development, motivation, and individual differences. His professional preparation and experience equip him with an unique way of looking at and identifying "problems" represented by exceptionally talented children, culturally deprived children, handicapped children, or those with special learning difficulties. He can often recognize deficiencies in current curriculum offerings and make recommendations for programs to better serve the needs of children. Such recommendations might include vocational training programs, a program aimed specifically at developing perceptual motor skills, causes in specific study skills, extention of remedial reading programs, or an appropriate curriculum for a particular kind of slow learner. He may have a contribution to make regarding special teaching techniques (such as the project method, team teaching, teaching machines, and the ungraded primary), grading practices, truancy, exclusion policies, and the evaluation of pilot programs.

The school psychologist can serve as a consultant for the group testing program, participating in decisions as to which tests best serve the school needs, which are most valid and reliable, and when tests should be given. Proper interpretation and use of test results demand considerable technical information — an area in which the school psychologist is knowledgeable. He can be a useful member of a committee concerned with the goals of the group-testing program; with the interpretation of these goals to the school staff, children, and parents; with the appropriate use of group-test results; and with the implication of group testing on curriculum planning.

The school psychologist may be a resource person for inservice work with school personnel in a variety of areas including early identification of children with emotional problems, the exceptional child, classroom management, mental health, child growth and development, community resources, school drop-outs, parent-teacher conferences, and the application in the classroom of recent developments in learning theories.

Small group meetings including the psychologist can be very helpful in reducing teacher anxiety and improving interaction between and among teachers, parents, and children. Small group discussions can be helpful to parents who have similar problems or interests.

## *REMEDIATION AND COUNSELING*

The behavior and growth of a child should be interpreted and reinterpreted as he changes through learning and maturation. Continuing plans must be formulated as he and his situation change. Further psychological evaluation should be provided if the need is indicated.

Children frequently have special needs which, if identified, can be adequately handled within the regular classroom. There are large groups of children whose estimated abilities are not matched by achievement. Scores on group intelligence and achievement tests, or both, do not always yield a valid estimate of abilities. Both the child who is slow but accurate and the child who is rapid and impulsive are penalized on many group tests; the perfectionist is often misjudged by test scores as is the concrete thinker or the child who requires special motivation. Interpretation should be based upon accumulated test results and patterns of scores. The child lacking adequate preparation, whether in the basic skills or in problem-solving abilities, has special needs in the classroom. The psychologist can often supply information or suggestions which help the teacher plan an effective program for any of these pupils.

The psychologist can assess the abilities and help plan for children who need special program placement. Additional study of and in-

formation about the able and ambitious, the creative, and the gifted lead to better identification and improved learning. The education of the mentally, educationally, or physically handicapped may also be improved as a result of individualized evaluation.

Some children need modified programs for effective learning. The brain-damaged of adequate intelligence, the socially inept, and the emotionally disturbed challenge or frustrate the regular classroom teacher. The psychologist helps to identify such children and can aid the teacher in effectively adjusting their learning situations.

The psychologist may offer suggestions which improve the learning efficiency of children with mild visual or hearing defects. Sometimes a defect not medically significant may affect a child's behavior in the learning situation. For example, a minor hearing defect may make it difficult for the child to understand what is said if there is any incidental noise present. Farsightedness or astigmatism necessitates greater-than-average effort to understand visual materials and the extremely close attention required may lead to undue fatigue, frustration, failure to learn, or any of a wide variety of nonconforming behaviors. Although the psychologist can neither diagnose nor treat the medical aspects, he can suggest further investigation and can cooperate with the school nurse in arranging for further screening Even though corrective measures may not be indicated, realization of the impairment by school personnel can lead to improvement in the child's total learning situation.

Minimal cortical dysfunction is difficult to detect, yet can result in perceptual defect, erratic behavior, learning difficulties, excessive fatigue, inability to screen out distraction, and other undesirable conditions. Available research in this area indicates that psychological evaluation is one of the more effective devices for discovering this sort of handicap. Awareness of the problem by the teacher and others can benefit the child.

There is much benefit in discussing and re-examining the child's school experience in light of the evaluation of the child. In such a one-to-one relationship the child often communicates to such an extent that it is wise for the psychologist to continue — and undesirable for him to terminate — the relationship after an evaluation. The child needs and benefits from the psychologist's continuing concern. Brief contacts are usually sufficient, but the way should be left open for the child to renew this relationship if or when he desires it. Such contacts differ from and supplement social case-work and counseling — neither substituting for them nor competing with them. Used wisely, with the knowledge of the administration and other team members, this procedure can contribute much to better adjustment and improved learning by the child.

At times it may be advantageous for the psychologist to meet with small groups of children who have similar problems. He is able to help children gain insights into and control over their emotional reactions and to develop acceptable modes of behavior. Such counseling may be offered at the request of pupils, parents, teachers, or school administrators as needs are revealed through diagnostic study.

## *RESEARCH AND TRAINING*

In addition to his direct service activities the school psychologist has a responsibility to contribute to the accumulation of psychological knowledge and to the training of new school psychologists. The school setting provides a particularly valuable locus for the study of human behavior. Research concerning school learning is realistic and meaningful in contrast to laboratory research, which may frequently involve animal subjects or provide narrowly limited application. Investigation may be directed toward many topics of wide interest in psychology, such as developmental patterns over periods of several years, normal standards of thinking and problem solving and the influence of various personality variables on learning.

When requested, the psychologist cooperates with other school personnel in designing and carrying out research projects focused on topics of interest to them.

The training of school psychologists must be a joint venture between graduate schools of institutions of higher learning and the public schools. Before a school psychologist can be considered fully trained, it is essential that he has completed a period of supervised activity in a school setting. During this time he should not only develop skills in communication with teachers, principals, and other school personnel but should also learn from firsthand experience the difficulties involved in working with children in a classroom. It is important that school systems establish internship programs which provide systematic and organized training experiences and provide money for trainee stipends.

## *SERVICES TO THE COMMUNITY*

The school psychologist's responsibilities are not confined to the school setting, although the work in the school is his primary job and requires most of his time. Because of his chosen field of work, he has a deep interest in promoting man's welfare in various fields of endeavor. Therefore, he is vitally concerned with those organizations, groups, and activities which affect his job and with which he works.

- He maintains a close relationship with such community agencies as mental health clinics, hospital and medical clinics, welfare

agencies, rehabilitation centers, private counseling agencies, or United Fund organizations.

- He works with community groups interested in promoting good mental health practices and he helps to identify mental health hazards.
- He participates in groups to interpret the functions and services of the public schools.
- He serves as speaker or resource consultant for parent organizations, groups of interested people, service clubs, and benevolent organizations.
- He is interested in public relations and in maintaining clear channels of communication among psychologists, educators, and the public.

The school psychologist is a part of his community and he participates fully in it.

# Appendix

## *ETHICAL STANDARDS OF PSYCHOLOGISTS*

*The psychologist believes in the dignity and worth of the individual human being. He is committed to increasing man's understanding of himself and others. While pursuing this endeavor, he protects the welfare of any person who may seek his service or of any subject, human or animal, that may be the object of his study. He does not use his professional position or relationships, nor does he knowingly permit his own services to be used by others, for purposes inconsistent with these values. While demanding for himself freedom of inquiry and communication, he accepts the responsibility this freedom confers: for competence where he claims it, for objectivity in the report of his findings, and for consideration of the best interests of his colleagues and of society.*

### *SPECIFIC PRINCIPLES*

*Principle 1. Responsibility.* The psychologist,[1] committed to increasing man's understanding of man, places high value on objectivity and integrity, and maintains the highest standards in the services he offers.

a. As a scientist, the psychologist believes that society will be best served when he investigates where his judgment indicates investigation is needed; he plans his research in such a way as to minimize the possibility that his findings will be misleading; and he publishes full reports of his work, never discarding without explanation data which may modify the interpretation of results.

b. As a teacher, the psychologist recognizes his primary obligation to help others acquire knowledge and skill, and to maintain high standards of scholarship.

c. As a practitioner, the psychologist knows that he bears a heavy social responsibility because his work may touch intimately the lives of others.

*Principle 2. Competence.* The maintenance of high standards of professional competence is a responsibility shared by all psychologists, in the interest of the public and of the profession as a whole.

a. Psychologists discourage the practice of psychology by unqualified persons and assist the public in identifying psychologists competent to give dependable professional service. When a psychologist or a person identifying himself as a psychologist violates ethical standards, psychologists who know firsthand of such activities attempt to

rectify the situation. When such a situation cannot be dealt with informally, it is called to the attention of the appropriate local, state, or national committee on professional ethics, standards, and practices.

[1] A student of psychology who assumes the role of psychologist shall be considered a psychologist for the purpose of this code of ethics.

b. The psychologist recognizes the boundaries of his competence and the limitations of his techniques and does not offer services or use techniques that fail to meet professional standards established in particular fields. The psychologist who engages in practice assists his client in obtaining professional help for all important aspects of his problem that fall outside the boundaries of his own competence. This principle requires, for example, that provision be made for the diagnosis and treatment of relevant medical problems and for referral to or consultation with other specialists.

c. The psychologist in clinical work recognizes that his effectiveness depends in good part upon his ability to maintain sound interpersonal relations, that temporary or more enduring aberrations in his own personality may interfere with this ability or distort his appraisals of others. There he refrains from undertaking any activity in which his personal problems are likely to result in inferior professional services or harm to a client; or, if he is already engaged in such an activity when he becomes aware of his personal problems, he seeks competent professional assistance to determine whether he should continue or terminate his services to his client.

*Principle 3. Moral and Legal Standards.* The psychologist in the practice of his profession shows sensible regard for the social codes and moral expectations of the community in which he works, recognizing that violations of accepted moral and legal standards on his part may involve his clients, students, or colleagues in damaging personal conflicts, and impugn his own name and the reputation of his profession.
*Principle 4. Misrepresentation.* The psychologist voids misrepresentation of his own professional qualifications, affiliations, and purposes, and those of the institutions and organizations with which he is associated.

a. A psychologist does not claim either directly or by implication professional qualifications that differ from his actual qualifications, nor does he misrepresent his affiliation with any institution, organization, or individual, nor lead others to assume he has affiliations that he does not have. The psychologist is responsible for correcting others who misrepresent his professional qualifications or affiliations.

b. The psychologist does not misrepresent an institution or organization with which he is affiliated by ascribing to it characteristics that it does not have.

c. A psychologist does not use his affiliation with the American Psychological Association or its Divisions for purposes that are not

consonant with the stated purposes of the Association.

d. A psychologist does not associate himself with or permit his name to be used in connection with any services or products in such a way as to misrepresent them, the degree of his responsibility for them, or the nature of his affiliation.

*Principle 5. Public Statements.* Modesty, scientific caution, and due regard for the limits of present knowledge characterize all statements of psychologists who supply information to the public, either directly or indirectly.

a. Psychologists who interpret the science of psychology or the services of psychologists to clients or to the general public have an obligation to report fairly and accurately. Exaggeration, sensationalism, superficiality, and other kinds of misrepresentation are avoided.

b. When information about psychological procedures and techniques is given, care is taken to indicate that they should be used only by persons adequately trained in their use.

c. A psychologist who engages in radio or television activities does not participate in commercial announcements recommending purchase or use of a product.

*Principle 6. Confidentiality.* Safeguarding information about an individual that has been obtained by the psychologist in the course of his teaching practice, or investigation is a primary obligation of the psychologist. Such information is not communicated to others unless certain important conditions are met.

a. Information received in confidence is revealed only after most careful deliberation and when there is clear and imminent danger to an individual or to society, and then only to appropriate professional workers or public authorities.

b. Information obtained in clinical or consulting relationships, or evaluative data concerning children, students, employees, and others are discussed only for professional purposes and only with persons clearly concerned with the case. Written and oral reports should present only data germane to the purposes of the evaluation; every effort should be made to avoid undue invasion of privacy.

c. Clinical and other case materials are used in classroom teaching and writing only when the identity of the persons involved is adequately disguised.

d. The confidentiality of professional communications about individuals is maintained. Only when the originator and other persons involved give their express permission is a confidential professional communication shown to the individual concerned. The psychologist is responsible for informing the client of the limits of the confidentiality.

e. Only after explicit permission has been granted is the identity of research subjects published. When data have been published without permission for identification, the psychologist assumes responsibility for adequately disguising their sources.

f. The psychologist makes provision for the maintenance of confidentiality in the preservation and ultimate disposition of confidential records.

*Principle 7. Client Welfare.* The psychologist respects the integrity and protects the welfare of the person or group with whom he is working.

a. The psychologist in industry, education, and other situations in which conflicts of interest may arise among various parties, as between management and labor, or between the client and employer of the psychologist, defines for himself the nature and direction of his loyalties and responsibilities and keeps all parties concerned informed of these commitments.

b. When there is a conflict among professional workers, the psychologist is concerned primarily with the welfare of any client involved, and only secondarily with the interest of his own professional group.

c. The psychologist attempts to terminate a clinical or consulting relationship when it is reasonably clear to the psychologist that the client is not benefiting from it.

d. The psychologist who asks that an individual reveal personal information in the course of interviewing, testing, or evaluation, or who allows such information to be divulged to him, does so only after making certain that the responsible person is fully aware of the purposes of the interview, testing, or evaluation and of the ways in which the information may be used.

e. In cases involving referral, the responsibility of the psychologist for the welfare of the client continues until this responsibility is assumed by the professional person to whom the client is referred or until the relationship with the psychologist making the referral has been terminated by mutual agreement. In situations where referral, consultation, or other changes in the conditions of the treatment are indicated and the client refuses referral, the psychologist carefully weighs the possible harm to the client, to himself, and to his profession that might ensue from continuing the relationship.

f. The psychologist who requires the taking of psychological tests for didactic, classification, or research purposes protects the examinees by insuring that the tests and test results are used in a professional manner.

g. When potentially disturbing subject matter is presented to students, it is discussed objectively, and efforts are made to handle constructively any difficulties that arise.

h. Care must be taken to insure an appropriate setting for clinical work to protect both client and psychologist from actual or imputed harm and the profession from censure.

*Principle 8. Client Relationship.* The psychologist informs his prospective client of the important aspects of the potential relationship that might affect the client's decision to enter the relationship.

a. Aspects of the relationship likely to affect the client's decision include the recording of an interview, the use of interview material for training purposes, and observation of an interview by other persons.

b. When the client is not competent to evaluate the situation (as in the case of a child), the person responsible for the client is informed of the circumstances which may influence the relationship.

c. The psychologist does not normally enter into a professional relationship with members of his own family, intimate friends, close associates, or others whose welfare might be jeopardized by such a dual relationship.

*Principle 9. Impersonal Services.* Psychological services for the purpose of diagnosis, treatment, or personalized advice are provided only in the context of a professional relationship, and are not given by means of public lectures or demonstrations, newspaper or magazine articles, radio, or television programs, mail, or similar media.

a. The preparation of personnel reports and recommendations based on test data secured solely by mail is unethical unless such appraisals are an integral part of a continuing client relationship with a company, as a result which the consulting psychologist has intimate knowledge of the client's personnel situation and can be assured thereby that his written appraisals will be adequate to the purpose and will be properly interpreted by the client. These reports must not be embellished with such detailed analyes of the subject's personality traits as would be appropriate only after intensive interviews with the subject. The reports must not make specific recommendations as to employment or placement of the subject which go beyond the psychologist's knowledge of the job requirements of the company. The reports must not purport to eliminate the company's need to carry on such other regular employment or personnel practices as appraisal of the work history, checking of references, past performance in the company.

*Principle 10. Announcement of Services.* A psychologist adheres to professional rather than commercial standards in making known his availability for professional services.

a. A psychologist does not directly solicit clients for individual diagnosis or therapy.

b. Individual listings in telephone directories are limited to name, highest relevant degree, certification status, address, and telephone number. They may also include identification in a few words of the psychologist's major areas of practice; for example, child therapy, personnel selection, industrial psychology. Agency listings are equally modest.

c. Announcements of individual private practice are limited to a simple statement of the name, highest relevant degree, certification or diplomate status, address, telephone number, office hours, and a brief explanation of the types of services rendered. Announcements of agencies may list names of staff members with their qualifications. They conform in other particulars with the same standards as individual announcements, making certain that the true nature of the organization is apparent.

d. A psychologist or agency announcing nonclinical professional services may use brochures that are descriptive of services rendered but not evaluative. They may be sent to professional persons, schools, business firms, government agencies, and other similar organizations.

e. The use in a brochure of "testimonials from satisfied users" is unacceptable. The offer of a free trial of services is unacceptable if it operates to misrepresent in any way the nature or the efficacy of the services rendered by the psychologist. Claims that a psychologist has unique skills or unique devices not available to others in the profession are made only if the special efficacy of these unique skills or devices has been demonstrated by scientifically acceptable evidence.

f. The psychologist must not encourage (nor, within his power, even allow) a client to have exaggerated ideas as to the efficacy of services rendered. Claims made to clients about the efficacy of his services must not go beyond those which the psychologist would be willing to subject to professional scrutiny through publishing his results and his claims in a professional journal.

*Principle 11. Interprofessional Relations.* A psychologist acts with integrity in regard to colleagues in psychology and in other professions.

a. A psychologist does not normally offer professional services to a person receiving psychological assistance from another professional worker except by agreement with the other worker or after the termination of the client's relationship with the other professional worker.

b. The welfare of clients and colleagues requires that psychologists in joint practice or corporate activities make an orderly and explicit arrangement regarding the conditions of their association and its possible termination. Psychologists who serve as employers of other psychologists have an obligation to make similar appropriate arrangements.

*Principle 12. Remuneration.* Financial arrangements in professional

practice are in accord with professional standards that safeguard the best interest of the client and the profession.

a. In establishing rates for professional services, the psychologist considers carefully both the ability of the client to meet the financial burden and the charges made by other professional persons engaged in comparable work. He is willing to contribute a portion of his services to work for which he receives little or no financial return.

b. No commission or rebate or any other form of remuneration is given or received for referral of clients for professional services.

c. The psychologist in clinical or counseling practice does not use his relationships with clients to promote, for personal gain or the profit of an agency, commercial enterprises of any kind.

d. A psychologist does not accept a private fee or any other form of remuneration for professional work with a person who is entitled to his services through an institution or agency. The policies of a particular agency may make explicit provision for private work with its clients by members of its staff, and in such instances the client must be fully appraised of all policies affecting him.

*Principle 13. Test Security.* Psychological tests and other assessment devices, the value of which depends in part on the naivete of the subject, are not reproduced or described in popular publications in ways that might invalidate the techniques. Access to such devices is limited to persons with professional interests who will safeguard their use.

a. Sample items made up to resemble those of tests being discussed may be reproduced in popular articles and elsewhere, but scorable tests and actual test items are not reproduced except in professional publications.

b. The psychologist is responsible for the control of psychological tests and other devices and procedures used for instruction when their value might be damaged by revealing to the general public their specific contents or underlying principles.

*Principle 14. Test Interpretation.* Test scores, like test materials, are released only to persons who are qualified to interpret and use them properly.

a. Materials for reporting test scores to parents, or which are designed for self-appraisal purposes in schools, social agencies, or industry are closely supervised by qualified psychologists or counselors with provisions for referring and counseling individuals when needed.

b. Test results or other assessment data used for evaluation or classification are communicated to employers, relatives, or other appropriate persons in such a manner as to guard against misinterpretation or misuse. In the usual case, an interpretation of the test result rather than the score is communicated.

c. When test results are communicated directly to parents and students, they are accompanied by adequate interpretive aids or advice.

*Principle 15. Test Publication.* Psychological tests are offered for commercial publication only to publishers who present their tests in a professional way and distribute them only to qualified users.

a. A test manual, technical handbook, or other suitable report on the test is provided which describes the method of constructing and standardizing the test, and summarizes the validation research.

b. The populations for which the test has been developed and the purposes for which it is recommended are stated in the manual. Limitations upon the test's dependability, and aspects of its validity on which research is lacking or incomplete, are clearly stated. In particular, the manual contains a warning regarding interpretations likely to be made which have not yet been substantiated by research.

c. The catalog and manual indicate the training or professional qualifications required for sound interpretation of the test.

d. The test manual and supporting documents take into account the principles enunciated in the *Technical Recommendations for Psychological Tests and Diagnostic Techniques.*

e. Test advertisements are factual and descriptive rather than emotional and persuasive.

*Principle 16. Research Precautions.* The psychologist assumes obligations for the welfare of his research subjects, both animal and human.

a. Only when a problem is of scientific significance and it is not practicable to investigate it in any other way is the psychologist justified in exposing research subjects, whether children or adults, to physical or emotional stress as part of an investigation.

b. When a reasonable possibility of injurious aftereffects exists, research is conducted only when the subjects or their responsible agents are fully informed of this possibility and agree to participate nevertheless.

c. The psychologist seriously considers the possibility of harmful aftereffects and avoids them, or removes them as soon as permitted by the design of the experiment.

d. A psychologist using animals in research adheres to the provisions of the Rules Regarding Animals, drawn up by the Committee on Precautions and Standards in Animal Experimentation and adopted by the American Psychological Association.

*Principle 17. Publication Credit.* Credit is assigned to those who have contributed to a publication, in proportion to their contribution, and only to these.

a. Major contributions of a professional character, made by several persons to a common project, are recognized by joint authorship. The experimenter or author who has made the principal contribution to a publication is identified as the first listed.

b. Minor contributions of a professional character, extensive clerical or similar nonprofessional assistance, and other minor contributions are acknowledged in footnotes or in an introductory statement.

c. Acknowledgment through specific citations is made for unpublished as well as published material that has directly influenced the research or writing.

d. A psychologist who compiles and edits for publication the contributions of others publishes the symposium of report under the title of the committee or symposium, with his own name appearing as chairman or editor among those of the other contributors or committee members.

*Principle 18. Responsibility toward Organization.* A psychologist respects the rights and reputation of the institute or organization with which he is associated.

a. Materials prepared by a psychologist as a part of his regular work under specific direction of his organization are the property of that organization. Such materials are released for use or publication by a psychologist in accordance with policies of authorization, assignment of credit, and related matters which have been established by his organization.

b. Other material resulting incidentally from activity supported by any agency, and for which the psychologist rightly assumes individual responsibility, is published with disclaimer for any responsibility on the part of the supporting agency.

*Principle 19. Promotional Activities.* The psychologist associated with the development or promotion of psychological devices, books, or other products offered for commercial sale is responsible for ensuring that such devices, books, or products are presented in a professional and factual way.

a. Claims regarding performance, benefits, or results are supported by scientifically acceptable evidence.

b. The psychologist does not use professional journals for the commercial exploitation of psychological products, and the psychologist-editor guards against such misuse.

c. The psychologist with a financial interest in the sale or use of a psychological product is sensitive to possible conflict of interest in his promotion of such products and avoids compromise of his professional responsibilities and objectives.